



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10673 E. Mira Lane, Tucson, AZ 85747

Civano Charter School

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Performing
2002-03	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Connie Erickson
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 92
 Web Address :
 Phone Number : (520) 731-3466
 Fax Number : (520) 731-3477
 E-mail : ericksonc@vail.k12.az.us

Mission

Working with families and neighbors, Civano Community School will promote a safe, enriched environment to foster all students' unique potential to become lifelong learners, contributors to a diverse society and stewards of the earth.

School / Academic Goals

- ü Reading: reading inventory for all K-8 students.
- ü Writing: all students will participate in a pre and post writing sample exercise.
- ü Math: all students will show growth in math through quarterly assessments.
- ü Communication: school will send weekly newsletters and conduct three academic nights at school.

Enrollment

October 1, 2004 School Year Student Enrollment : 65
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü Integrated Curriculum/Thematic Lessons
- Ü School Partnerships
- Ü Environmental Education
- Ü Whole Language/Phonics

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/18/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We provide a safe learning environment, regular home/school communication and a celebration of diversity. We encourage each child's unique potential, and help students set goals and work to achieve them.

Parents

Civano parents are to provide a healthy psychological environment; to ensure regular attendance; to encourage and support their child's education; and to participate in school activities and events.

Transportation Policy

Families must provide their own transportation, unless the child has an IEP that states transportation is mandated.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Arizona's National Distinguished Elementary Principal	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	513	79306	NC	100	99	NC	472	445	NC	4	10	NC	8	18	NC	48	51	NC	40	20
All Students (Prior Year)	NC	429	75509	NC	99	100	NC	545	521	NC	5	13	NC	18	23	NC	30	33	NC	47	31
Female	NC	261	38691	NC	100	99	NC	470	446	NC	4	10	NC	8	18	NC	48	52	NC	39	20
Male	NC	252	40583	NC	100	99	NC	474	445	NC	3	11	NC	8	18	NC	48	50	NC	41	21
African American	--	27	4041	--	96	99	--	469	426	--	5	17	--	10	23	--	43	50	--	43	10
Hispanic	NC	112	32869	NC	100	99	NC	458	429	NC	10	15	NC	14	25	NC	44	51	NC	32	10
Asian/Pacific Islander	NC	18	1935	NC	100	99	NC	487	474	NC	0	3	NC	18	9	NC	24	48	NC	59	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	NC	347	36197	NC	100	99	NC	476	463	NC	2	5	NC	5	11	NC	51	53	NC	42	31
Students with Disabilities	NC	69	10321	NC	100	100	NC	413	389	NC	18	30	NC	14	27	NC	45	34	NC	23	9
Students without Disabilities	NC	445	69060	NC	100	98	NC	482	454	NC	2	7	NC	7	17	NC	48	54	NC	43	22
Limited English Proficient Students	--	19	15509	--	100	100	--	329	406	--	20	20	--	25	30	--	45	45	--	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	NC	513	39966	NC	100	100	NC	472	459	NC	4	6	NC	8	12	NC	48	52	NC	40	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	513	79395	NC	0	99	NC	469	446	NC	4	9	NC	12	25	NC	62	55	NC	22	11
All Students (Prior Year)	NC	430	75492	NC	99	100	NC	535	519	NC	5	12	NC	11	16	NC	46	47	NC	38	24
Female	NC	261	38743	NC	0	100	NC	472	451	NC	3	7	NC	11	24	NC	63	57	NC	23	12
Male	NC	252	40618	NC	0	99	NC	467	440	NC	4	11	NC	14	27	NC	61	53	NC	20	9
African American	--	27	4052	--	0	100	--	481	434	--	5	11	--	5	29	--	76	54	--	14	6
Hispanic	NC	112	32915	NC	0	99	NC	454	426	NC	7	15	NC	15	35	NC	65	47	NC	13	4
Asian/Pacific Islander	NC	18	1936	NC	0	99	NC	475	468	NC	0	3	NC	24	14	NC	47	63	NC	29	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	NC	347	36221	NC	0	99	NC	473	465	NC	3	4	NC	11	15	NC	61	63	NC	25	17
Students with Disabilities	NC	69	10331	NC	0	100	NC	407	388	NC	14	25	NC	29	37	NC	49	34	NC	8	4
Students without Disabilities	NC	445	69139	NC	0	99	NC	480	454	NC	2	7	NC	9	24	NC	65	58	NC	24	11
Limited English Proficient Students	--	19	15545	--	0	100	--	322	399	--	15	21	--	25	42	--	60	35	--	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	NC	513	39986	NC	0	100	NC	469	461	NC	4	4	NC	12	16	NC	62	63	NC	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	512	78869	NC	100	99	NC	464	442	NC	3	6	NC	16	21	NC	62	63	NC	19	10
All Students (Prior Year)	NC	429	75053	NC	99	99	NC	607	597	NC	8	7	NC	9	12	NC	73	72	NC	11	9
Female	NC	261	38536	NC	100	99	NC	479	458	NC	2	4	NC	10	15	NC	63	67	NC	25	14
Male	NC	251	40302	NC	100	99	NC	449	428	NC	4	8	NC	21	26	NC	61	60	NC	13	7
African American	--	27	4015	--	96	99	--	483	430	--	0	8	--	10	24	--	71	61	--	19	7
Hispanic	NC	112	32606	NC	100	98	NC	450	426	NC	5	8	NC	21	27	NC	58	60	NC	16	5
Asian/Pacific Islander	NC	18	1925	NC	100	99	NC	491	471	NC	0	3	NC	18	11	NC	41	64	NC	41	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	NC	346	36078	NC	100	99	NC	466	459	NC	3	4	NC	14	16	NC	64	66	NC	19	14
Students with Disabilities	NC	69	10246	NC	100	100	NC	391	367	NC	11	18	NC	31	39	NC	51	40	NC	8	4
Students without Disabilities	NC	444	68697	NC	100	98	NC	476	454	NC	2	4	NC	13	18	NC	64	67	NC	21	11
Limited English Proficient Students	--	19	15339	--	100	100	--	334	399	--	10	11	--	20	31	--	55	54	--	15	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	NC	512	39837	NC	100	100	NC	464	457	NC	3	4	NC	16	14	NC	62	67	NC	19	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	529	78906	100	100	99	539	533	498	0	5	13	8	9	19	58	44	48	33	42	20
All Students (Prior Year)	11	420	76019	100	100	100	521	524	499	0	7	14	36	27	39	18	14	14	45	52	33
Female	NC	266	38644	NC	100	99	NC	543	500	NC	2	12	NC	7	19	NC	46	49	NC	45	19
Male	NC	263	40236	NC	100	99	NC	523	497	NC	8	15	NC	11	19	NC	42	46	NC	39	20
African American	NC	25	4087	NC	100	99	NC	525	481	NC	5	20	NC	5	24	NC	62	45	NC	29	11
Hispanic	--	100	31938	--	100	99	--	529	481	--	7	19	--	5	25	--	50	46	--	39	10
Asian/Pacific Islander	--	10	1805	--	100	98	--	544	536	--	0	5	--	20	8	--	40	45	--	40	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	11	391	36483	100	100	99	541	534	517	0	5	7	9	10	13	55	41	51	36	44	30
Students with Disabilities	NC	75	10664	NC	100	100	NC	453	430	NC	21	42	NC	31	27	NC	37	26	NC	10	5
Students without Disabilities	11	454	68310	100	100	98	541	547	509	0	2	9	9	5	18	55	45	51	36	48	22
Limited English Proficient Students	--	17	12573	--	100	100	--	381	454	--	22	27	--	22	30	--	39	38	--	17	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	12	529	40295	100	100	100	539	533	513	0	5	7	8	9	13	58	44	50	33	42	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	528	78908	100	0	99	512	504	484	0	4	10	8	13	23	83	67	58	8	16	9
All Students (Prior Year)	11	420	76020	100	100	100	508	511	503	0	10	25	0	23	23	100	50	40	0	17	12
Female	NC	265	38648	NC	0	99	NC	515	489	NC	2	8	NC	10	22	NC	71	61	NC	18	10
Male	NC	263	40233	NC	0	99	NC	493	479	NC	6	12	NC	17	25	NC	63	55	NC	14	8
African American	NC	25	4092	NC	0	99	NC	498	473	NC	5	12	NC	14	28	NC	67	54	NC	14	5
Hispanic	--	100	31940	--	0	99	--	497	465	--	3	16	--	17	32	--	68	49	--	11	3
Asian/Pacific Islander	--	10	1805	--	0	98	--	509	507	--	0	4	--	20	13	--	60	65	--	20	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	11	390	36502	100	0	99	514	507	502	0	4	4	9	12	14	82	68	67	9	17	15
Students with Disabilities	NC	75	10665	NC	0	100	NC	436	423	NC	21	30	NC	34	36	NC	39	31	NC	6	2
Students without Disabilities	11	453	68312	100	0	98	514	516	493	0	1	7	9	10	21	82	72	62	9	17	10
Limited English Proficient Students	--	17	12556	--	0	100	--	357	436	--	17	24	--	33	40	--	44	35	--	6	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	12	528	40315	100	0	100	512	504	498	0	4	5	8	13	15	83	67	66	8	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	528	78750	100	100	99	527	517	500	0	4	6	25	19	29	67	74	63	8	3	2
All Students (Prior Year)	11	421	75673	100	100	100	553	545	530	0	6	12	18	23	25	82	68	58	0	3	4
Female	NC	265	38586	NC	100	99	NC	542	515	NC	2	4	NC	10	22	NC	83	71	NC	5	3
Male	NC	263	40135	NC	100	99	NC	491	486	NC	7	8	NC	28	35	NC	64	56	NC	1	1
African American	NC	25	4081	NC	100	99	NC	512	488	NC	5	8	NC	24	32	NC	71	59	NC	0	2
Hispanic	--	100	31841	--	100	99	--	515	483	--	5	8	--	16	36	--	75	55	--	5	1
Asian/Pacific Islander	--	10	1802	--	100	98	--	531	533	--	0	2	--	10	16	--	90	75	--	0	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	11	390	36440	100	100	99	532	517	516	0	4	3	18	19	22	73	73	71	9	3	4
Students with Disabilities	NC	75	10622	NC	100	100	NC	411	415	NC	24	21	NC	50	50	NC	26	28	NC	0	1
Students without Disabilities	11	453	68196	100	100	98	532	535	513	0	1	3	18	13	25	73	82	69	9	4	3
Limited English Proficient Students	--	17	12504	--	100	100	--	356	451	--	11	12	--	44	44	--	44	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	12	528	40260	100	100	100	527	517	514	0	4	3	25	19	21	67	74	72	8	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	581	78250	--	100	99	--	572	548	--	9	21	--	13	18	--	60	48	--	19	13
All Students (Prior Year)	--	509	75001	--	100	99	--	485	468	--	27	37	--	37	36	--	17	16	--	19	10
Female	--	270	38071	--	100	99	--	569	549	--	9	20	--	14	19	--	58	49	--	19	12
Male	--	311	40126	--	100	99	--	575	547	--	8	23	--	12	17	--	61	46	--	19	14
African American	--	32	4058	--	97	99	--	553	523	--	7	32	--	32	22	--	57	41	--	4	5
Hispanic	--	115	29129	--	100	99	--	558	527	--	14	32	--	13	23	--	63	40	--	11	6
Asian/Pacific Islander	--	11	1747	--	100	100	--	576	589	--	13	9	--	0	9	--	63	50	--	25	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	--	421	38320	--	100	99	--	577	568	--	8	12	--	12	14	--	59	55	--	22	19
Students with Disabilities	--	60	9329	--	100	100	--	473	454	--	45	64	--	25	18	--	27	16	--	2	2
Students without Disabilities	--	522	68996	--	100	99	--	583	561	--	5	16	--	11	18	--	63	52	--	21	14
Limited English Proficient Students	--	NC	10133	--	NC	100	--	NC	488	--	NC	45	--	NC	25	--	NC	28	--	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	--	582	44937	--	100	100	--	572	561	--	9	13	--	13	15	--	60	54	--	19	18

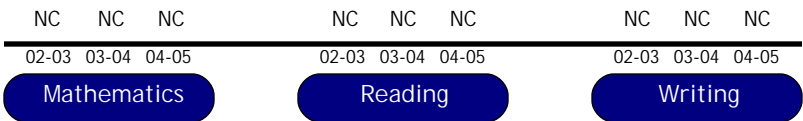
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	581	78302	--	0	99	--	533	512	--	4	11	--	17	25	--	68	57	--	11	7
All Students (Prior Year)	--	508	74918	--	100	99	--	513	497	--	20	32	--	19	19	--	39	35	--	21	15
Female	--	270	38082	--	0	99	--	537	518	--	2	8	--	16	24	--	69	61	--	13	7
Male	--	311	40166	--	0	99	--	531	507	--	5	14	--	18	26	--	68	54	--	9	6
African American	--	32	4064	--	0	100	--	519	498	--	11	14	--	21	29	--	61	54	--	7	3
Hispanic	--	115	29152	--	0	99	--	519	492	--	5	17	--	23	34	--	69	46	--	3	2
Asian/Pacific Islander	--	11	1746	--	0	100	--	536	542	--	13	5	--	0	13	--	63	66	--	25	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	--	421	38347	--	0	99	--	538	531	--	2	5	--	16	17	--	69	68	--	13	10
Students with Disabilities	--	60	9353	--	0	100	--	440	429	--	20	40	--	59	38	--	22	22	--	0	1
Students without Disabilities	--	522	69024	--	0	99	--	544	524	--	2	7	--	12	23	--	73	62	--	12	7
Limited English Proficient Students	--	NC	10140	--	NC	100	--	NC	451	--	NC	28	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	--	582	44979	--	0	100	--	533	525	--	4	6	--	17	18	--	68	66	--	11	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	581	78094	--	100	99	--	572	545	--	1	3	--	9	18	--	88	77	--	2	2
All Students (Prior Year)	--	505	74503	--	99	99	--	524	491	--	4	9	--	25	32	--	61	51	--	11	8
Female	--	270	38025	--	100	99	--	582	558	--	1	2	--	4	13	--	92	82	--	4	2
Male	--	311	40013	--	100	99	--	562	534	--	1	5	--	13	23	--	85	71	--	1	1
African American	--	32	4037	--	97	99	--	563	532	--	0	4	--	11	22	--	89	73	--	0	1
Hispanic	--	115	29068	--	100	99	--	561	523	--	1	5	--	11	27	--	85	67	--	2	1
Asian/Pacific Islander	--	11	1743	--	100	100	--	593	577	--	0	2	--	0	9	--	100	82	--	0	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	--	421	38265	--	100	99	--	575	564	--	1	2	--	8	11	--	89	84	--	2	3
Students with Disabilities	--	60	9275	--	100	100	--	476	444	--	10	14	--	29	46	--	61	39	--	0	1
Students without Disabilities	--	522	68892	--	100	98	--	582	559	--	0	2	--	6	14	--	91	82	--	2	2
Limited English Proficient Students	--	NC	10084	--	NC	100	--	NC	474	--	NC	10	--	NC	39	--	NC	50	--	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	--	582	44871	--	100	100	--	572	559	--	1	2	--	9	12	--	88	84	--	2	3

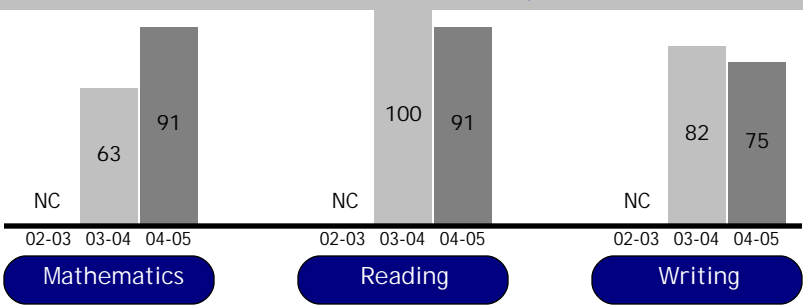
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

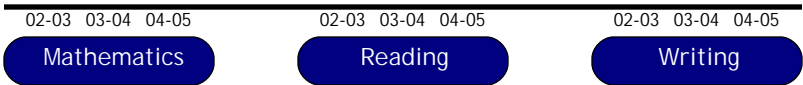
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	67	50	NC	NC	NA	58	100	59	59	47
	Language	NC	NC	60	43	NC	NC	60	50	100	50	60	47
	Mathematics	NC	NC	76	57	NC	NC	80	64	100	52	62	50
3	Reading	NC	NC	64	47	NC	NC	NA	55	NC	NC	58	44
	Language	NC	NC	67	54	NC	NC	71	61	NC	NC	55	44
	Mathematics	NC	NC	72	54	NC	NC	76	61	NC	NC	64	51
4	Reading	NC	NC	69	52	100	59	NA	56	NC	NC	62	48
	Language	NC	NC	61	48	100	52	59	52	NC	NC	60	49
	Mathematics	NC	NC	70	57	100	66	75	61	NC	NC	66	53
5	Reading	NC	NC	65	50	100	69	NA	55	100	65	61	50
	Language	NC	NC	58	46	100	63	59	49	100	66	61	50
	Mathematics	NC	NC	70	57	100	56	75	63	100	64	63	49
6	Reading	NC	NC	65	53	NC	NC	NA	56	NC	NC	64	51
	Language	NC	NC	57	45	NC	NC	55	48	NC	NC	58	47
	Mathematics	NC	NC	75	62	NC	NC	76	66	NC	NC	68	52
7	Reading	--	--	59	51	NC	NC	NA	54	NC	NC	61	50
	Language	--	--	58	54	NC	NC	63	58	NC	NC	65	52
	Mathematics	--	--	62	58	NC	NC	64	62	NC	NC	65	50
8	Reading	--	--	63	53	--	--	NA	55	--	--	59	51
	Language	--	--	59	49	--	--	57	52	--	--	59	50
	Mathematics	--	--	61	58	--	--	64	61	--	--	63	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

0 School Administrator(s)
 1 Non-certified Employee(s)
 1 Teacher(s)
 4 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

☐ Budget
☐ Instructional Programs/Strategies
☐ Curriculum Development
☐ School Improvement
☐ School/Business/Community Relations
☐ Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.20	Teacher	6.00
Other Professional Staff	.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	1	2	0	0
10 or more years	1	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

☐ Outdoor Classroom ☐ Gardens
☐ Swimming Pool

Extracurricular Activities

☐ Chorus ☐ Spanish Instruction
☐ Swimming Club
☐ Drama Club
☐ Strings Program

Social Services

☐ After Care
☐ Recreational Activities
☐ Health Services
☐ Special Education Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Eighty-nine percent of our students, at level three or below, improved at least one level in at least three of the six traits of writing. Students performing at levels 4,5, and 6 have maintained or exceeded that performance level.
- ü Eight-seven percent of our students achieved one or more levels of growth on the reading inventory.
- ü More than 83% of our students in grades 2-4, and 90% of students in grades 5-7 demonstrated strong procedural knowledge of their essential computation goals, with quarterly assessments.
- ü One-hundred percent of our parent communication goal was met.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	5	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	100	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have small class sizes, with two adults per 20 students. Much of our focus on a daily basis is community; we sing daily, share, talk about what is happening in our families, neighborhood, and world.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dawn Hunt	(520) 731-3466
Transportation Policy	Dena McMichael	(520) 762-2434
Community Resources	Rosemary Carrier	(520) 762-2031
School Nutrition Programs	Pam Bateman	(520) 731-3466
Parent Organization	Wendy Tantlinger	(520) 731-3466
Student Health/Nurse	Patti Grenier	(520) 731-3466

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.